**Morning Meeting Lesson Plans**

**Justification:**

**This lesson plan was developed and appropriate instructional objectives were selected and aligned with common core & state standards. Morning Meeting is something that the whole class engages in every day. The following lesson plan is a reflection of professional pedagogy and logical progression of social, mathematical and language development. Selected standards reflect the sequence of skill development from basic to complex. The intention is to establish a well defined purpose and sense of urgency to stay focused during Morning Meeting.**

**Establishing Morning Meeting:**

**Since this is an ongoing activity that provides spiral review and opportunities for higher order thinking, Morning Meeting should be viewed as a scaffold, sequential lesson that builds each day on prior learning experiences. Each week a new element is added to the routine and previously learned activities are extended so that they require further thought and evoke the implementation of complex ideas. An example of this would be the progress from recognizing and creating one digit numbers to three digit numbers or ones place value to hundreds place value. Morning meeting occurs more than 160 times throughout the school year. This allows every student in the classroom multiple opportunities to participate as a leader and as an audience member.**

**Instructional Plans**

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| **Goals:**  **Math** | Students will practice the following skills: one-to-one correspondence, identifying odd and even numbers, practicing rote & skip counting by 2s, 3s, 5s, 7s, & 10s. Students can reinforce addition and subtraction skills by calculating the number of days between two dates. Range median & mode, ordinal & cardinal numbers, place value, fractions, value of money, recognizing, counting, & different ways to make combinations of money, Time (months, weeks, days), expanded notation, & positional words (before, after, between). |
| **Language** | Students will practice the following skills: demonstrate automatic recognition of high frequency vocabulary, identify and produce rhyming words, use decoding strategies to break words apart, use context clues to identify unfamiliar words. |
| **Social Skills** | Students will practice the following skills: taking turns, using social/context clues to know when to contribute to discussion, develop appropriate listening skills, & develop leadership skills (e.g. presenting, prompting, guiding, and allowing for appropriate discussion). |

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| **Activities:**  **Calendar** | * Review & complete the calendar * Identify ordinal numbers & their purpose * Practice identifying & writing the full date * Practice and review math vocabulary: Days, Weeks, Months, Year, number words, etc. * Identify even & odd numbers * Identify and create number patterns * Skip counting |
| **Hundreds Chart** | * Practice skip counting * Count rote to 100 & beyond * Identify even & odd numbers * Recognize & create a variety of patterns. * Practice and review math vocabulary – written number names * Practice addition and subtraction using a variety of skills including but not exclusively: patterns of two, ten & five * Apply & explain the use of cardinal & ordinal numbers |
| **Money** | * Identify paper and coin currency in a variety of ways   + Songs & poetry   + Rote recitation   + Graphic organizers   + Large images   + Life size manipulatives * Count money to equate a specific number (day of the month & number of days in school). * Use a variety of combinations of money to create specified amounts. |
| **Place Value** | * Add straws to a daily chart that displays ones, tens, & hundreds.   + Create bundles of tens & hundreds as appropriate   + Move the newly formed bundles to the appropriate place value   + Re-label numbers and discuss * Identify a variety of one to four digit numbers using a place value flip chart.   + Name numbers verbally   + Display numbers in expanded form   + Identify the value of specified digits |
| **Temperature** | * Identify & record the daily temperature * Compare the temperature to the previous day’s temperature & determine <,>, or =. * Determine range, median & mode of recorded temperatures * Use a graphic organize to record information |
| **Language Posters & Poetry** | * Students sing and read poems * Students identify rhyming words * Students identify and discuss unfamiliar vocabulary. Through observation of context clues students drawing conclusions & make predictions about the meanings of new vocabulary. * Children stop, pause, reflect and converse about possible outcomes based on context clues in the posters. |

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| **Materials:** | ELL posters, Sing – a –long Big book, phonics poem, vocabulary cards, Calendar chart with vocabulary labels & numbers, large & small fake money, place value pocket chart with straws, place value flip chart, thermometer or computer, temperature graph, marker white board or chart paper, math journals or exit cards, yard stick or pointer, hundreds chart , & number line |

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| **Assessment:**  **Formative** | * Question & answers * Think Pair & Share * Know Want to Know & Learned charts * Choral response * Did the students respond correctly? * Individual responses & leadership performance * Was the student able to complete the charts independently? Was support needed? In what areas? * [www.Ixl.com](http://www.Ixl.com) – students work independently & results are viewed weekly to determine areas of need. Identified areas will receive extra focus. |
| **Summative** | * Lesson Checks – multiple choice & open response * Topic Tests - multiple choice, open response, & online checks * Benchmark / Scantron |

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| **Sequencing:** | Leader begins meeting by filling in the various charts as independently as possible with supports available as needed. Discussion & opportunities for question & answers are initiated and subsequently guided by the teacher.   1. Review of calendar and related activities. 2. Exploration of money & values. 3. Place value charts, calculating & displaying # of days in school 4. Hundreds chart exploration 5. Temperature 6. Review of Language posters & poetry   \*Note: each week the teacher leads the students to review areas of need identified through formative and summative assessments. Activities are periodically added to morning meeting to provide opportunities for basic to complex application of skills. |

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| **Prior Knowledge:** | Roles   * Leader – will use their prior experiences to complete charts, make inferences, initiate discussion, draw conclusion, complete & create verbal word problems, and seek support from context clues, environment & peers. * Audience member will use prior knowledge to make inferences, answer question, complete & create verbal word problems, and display previously learned social expectations. This is the time when students can tell related personal experiences. |

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| **Closure:** | * Leader chooses their favorite activity to complete (Example: sing the days of the week song, or count by 5s to 100, etc). * End of day/week review: Exit ticket (question or prompt relates to one specific area of focus from morning meeting). |

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| **Individual Needs:** | Leaders are given the opportunity to complete charts and initiate discussion. Teacher prompts and questions to direct the flow of activities. Audience members are consulted for help as needed to complete charts & activities. Leader & audience members must use prior knowledge to converse and participate in cooperative learning and peer tutoring. Lower performing students pair with higher performing students. Small groups of students converse to provide explanations and make inferences. Formative observations are made throughout morning meeting. |

**Student Work**

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| **Higher Order Thinking:** | * Explain how to determine if a number is even or odd. * How does knowing how to use a calendar help you? * What is the value of digits in the ones/tens/hundreds place? * How does the position of a number affect its value? * Define mean, median, & mode. Using markers and charts demonstrate how to find mean, median mode. * What number patterns can be identified on the calendar/hundreds chart/number line? How can you create number patterns using skip counting/rote counting/hundreds charts? * What is a different combination to show this number in cents? In dollars? * List words that you don’t know. List words that you have heard, but don’t know the meaning of. What do you think the meanings of the words are? Why? What context clues help you know what the words mean? * Do I know the answer? Where can I find the answer? Who can I ask for help? Is there a better answer? Why? |

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| **Writing:** | End of day/week review: Exit ticket (question or prompt relates to one specific area of focus from morning meeting). |
| **Daily Life Connection:** | Students are asked to discuss: why elements of morning meeting are important in their everyday lives? When, where, & how they have personally used calendar, temperature, and numbers?   * Calendar is an important element used daily to label classroom papers, organize related arts rotation, identify weekly/daily portions of plan books, and to schedule extracurricular activities outside of school. * Temperature is important because it affects the way we dress and the activities that we do in every day. * Counting, calculating, and recognizing patterns is important when driving, grocery shopping, & keeping score in sports. |

**Assessment:**

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| **State Standards:**  **Math** | 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word  problems involving situations of adding to, taking from, putting together, taking apart,  and comparing, with unknowns in all positions, e.g., by using drawings and equations  with a symbol for the unknown number to represent the problem.  2.NBT.7 Add and subtract within 1000, using concrete models or drawings and  strategies based on place value, properties of operations, and/or the relationship  between addition and subtraction; relate the strategy to a written method. Understand  that in adding or subtracting three- digit numbers, one adds or subtracts hundreds  and hundreds, tens and tens, ones and ones; and sometimes it is necessary to  compose or decompose tens or hundreds.  2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.  Understand the following as special cases: a.100 can be thought of as a bundle of ten tens — called a “hundred”.  2.NBT.4 Compare two & three-digit numbers based on meanings of the hundreds, tens,and ones digits, using >, =, and < symbols to record the results of comparisons.  2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.  2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number  of members, e.g., by pairing objects or counting them by 2s; write an equation to  express an even number as a sum of two equal addends.  2.NBT.5 Fluently add and subtract within 100 using strategies based on place value,  properties of operations, and/or the relationship between addition and subtraction.  2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and  pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3  pennies, how many cents do you have? |
| **Reading/Language** | 2.1.04.c Identify and produce rhyming words.  2.1.05.b Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, digraphs). 2.1.06.d Demonstrate automatic recognition of high frequency words.  2.1.07.f Determine the meaning of unfamiliar words (e.g., picture dictionary, picture clues, context clues, structural analysis). 2.1.08.c Make predictions about text.  2.1.05.b Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, digraphs). |

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| **Measurement Criteria:** | Leaders   * Were the leaders able to perform the tasks independently? * What supports were used? Why?   Audience members   * Did the students participate? Why or why not? * Was the student able to make predictions, provide varied response, answer questions correctly, work cooperatively, and listen attentively?   Specific criteria:   * define vocabulary * explain mathematical processes * Identify, create and extend number and word patterns throughout appropriate activities, on periodic exit tickets, & lesson checks for understanding. |

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| **Student Performance Measurement:** | * [www.Ixl.com](http://www.Ixl.com) – students work independently & results are viewed weekly to determine areas of need to receive extra focus * Lesson Checks – multiple choice & open response * Topic Tests - multiple choice, open response online checks * Benchmark / Scantron |

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| **Written Task:** | Math Journals: record, define, illustrate, & practice learned skills in a personal math journal. |

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| **Student Portfolio with State Standard Progress:** | * Quarterly Scantron/bench mark tests are reviewed online to determine areas of need as a class, & for individual students. Scores are compare with school & county results for specific tests |

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| **Use of Assessment Results:** | * Small instructional groups will be used to provide opportunities for practice & review in areas of weakness. The criteria for forming groups will be based on the results of formative observations and summative assessments of students. * [www.Ixl.com](http://www.Ixl.com) – students work independently & results are view weekly to determine areas of need to receive extra focus * Scantron test results for individual students can be review & printed. These results will be shared with students to set personal goals, and parents to provide opportunities for review & extra practice at home. * Envision Math Online assessments will be used to identify areas of specific need and re-teaching animations and quizzes will be assigned to match the specific needs of students. |